

| Year 6 | Autumn | | Spring | | Summer | |
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| | Dinosaurs | <i>Darwin Delights</i> | <i>Britain at War</i> | <i>Hola Mexico</i> | <i>Revolution</i> | <i>Gallery Rebels</i> |
| Text | <i>Jurassic Park</i> | <i>Kensuke's Kingdom</i> | <i>Once, The Umbrella Mouse</i> | <i>Holes</i> | <i>Black Beauty</i> <i>Vile Victorians</i> | <i>Framed</i> |
| Trips | <i>Dino Dig NHM</i> | <i>London Zoo Darwin Workshop</i> | <i>RAF museum Workshop</i> | <i>Cadburys Virtual Workshop</i> <i>BHM Mayan Presentation</i> | <i>Y6 Residential</i> | <i>Tate Modern Workshop</i> |
| Literacy (<i>opportunities for writing link to topic</i>) | Non- Chronological Reports about a chosen dinosaur Narratives – Adventure stories Poetry | Balanced Arguments Biographies - Charles Darwin Diary entries | Newspaper Report of the Blitz or VE Day Letter writing Persuasive adverts - propaganda | Persuasive leaflets – A chosen Mesoamerican country Recipe Writing – Mayan Dish Poetry | SAT'S Revision Historical Fiction | Explanations Poetry |
| SPAG | Noun Phrases Modal verbs and Subjunctive Mood Suffixes – nouns and adjectives to verbs Relative Clauses Commas | Pronouns and possessive pronouns Adverbs to show frequency Prefixes Colons in a list Subordinating conjunctions and clauses | Synonyms and Antonyms Adverbs to show possibility Root Words Hyphens Coordinating conjunctions | Subject and Object Ambiguity Hyphnated and compound words Bullet Points Perfect Form of verbs to mark relationships of time and cause | Direct and reported Speech Active and Passive Semi colons, colons and dashes to mark clauses. Formal and Informal vocabulary Layout Devices. | Verb Tenses Editing and evaluating Parenthesis Formal and Informal writing Cohesion across paragraphs. |
| Geography | Pangea- Class to research the development of Pangea from original map to the modern day map. Finding where dinosaurs came from: Map of Africa. – Children to research where different dinosaurs roamed on the earth and label the countries that now sit there. Children to map out and create their own Jurassic Park style theme park thinking about the different landscapes they would need for the park to work. Where in the world would they put it? Why? How could they power it? | <u>Plotting Darwins Route:</u> Use physical and online maps to plot the route that Darwin took on HMS <i>Beagle</i> . Highlight places that he visited, including the Cape Verde Islands, the Falkland Islands, the Galápagos Islands and Ascension Island. Find the longitude and latitude for each place and explain how it relates to the equator and the Northern and Southern Hemispheres. Use scaled maps to estimate how far Darwin travelled in total. Note: Children could find out where Darwin lived (Down House in Kent) to understand how far he | <u>Warring Nations of WW2:</u> Recap on the warring nations and alliances of the First World War. Then show the children the <u>Warring nations of the Second World War presentation</u> and listen to the narration, to introduce the children to the Axis and Allied Powers. After watching the presentation, invite the children to draw comparisons between alliances in the First and Second World Wars and identify the political leaders of each nation. Give each child a <u>Warring nations of the Second World War recording sheet</u> to | <u>Locating Mexico:</u> Use world maps and satellite images to locate Mexico, identifying which hemisphere it is in, its location in relation to the equator, and its surrounding countries. Once found, draw a sketch map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, mountain ranges, airports and tourist resorts. <u>The Chihuahuan Desert:</u> Use maps, atlases and globes to locate the Chihuahuan Desert. Work in groups to learn | <u>The Great Exhibit:</u> Identify the following locations on a map of London: Hyde Park, the Crystal Palace Museum, Penge Common (next to Sydenham Hill), the Royal College of Music, the Royal College of Art, the Imperial College of Science, the Science Museum and the Natural History Museum. Draw a sketch map to show these locations. Annotate their maps to explain how each of the sites are connected to the Great Exhibition, held in 1851. <u>Transportation Links:</u> Locate Darlington, | <u>Exploring Paris:</u> Take a virtual wander around the city of Paris, home to some of the largest collections of Impressionist art in the world. Use maps and street plans to explore the bustling modern city and locate significant landmarks on a map. How about the Eiffel Tower, the Louvre Museum, Notre Dame Cathedral, the Arc de Triomphe, Sacré Coeur and the Musée d'Orsay? Plan a day trip around the city, suggesting a route on foot or by Metro. <u>A world Tour:</u> Take a virtual wander around |

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| | <p>What would be the potential threats? Opportunities?</p> | <p>travelled in the name of science and discovery. This could be a spreadsheet activity, where children use a formula to work out the distance (as the crow flies) between two references of longitude and latitude. Get them to compare the results with their initial estimates.</p> <p>Expedition across the Galapagos Island: Plan an expedition across the Galápagos Islands that will help them take in the incredible sights and sounds. Use a range of materials, including online tourism sites, to find out about travelling between the islands, typical weather conditions, the range of physical and man-made landmarks and features, the local currency, the official language and the best places to stay. Draw a detailed sketch map of their route, labelling places that they plan to stop and stay. Make a list of things that they would need to take, including clothing that would be suitable for the climatic conditions and physical terrain.</p> <p>At risk of extinction: Use digital conservation maps, websites and books to identify and list animal species that are at risk of extinction. Choose three animals from the list,</p> | <p>consolidate their learning.:</p> | <p>about the animal and plant species found there, what the climate is like, its location in relation to the equator, the people who live there and the difficulties that they face. Decide how they will present their research to others, and when feeding back, point out how this area differs from their own area.</p> <p>Daily Life in Mexico : Use a range of non-fiction books to find out about daily life in Mexico, especially what it's like for children of a similar age. Answer questions, such as: What is a typical day like for a Mexican child? What are schools like? What meals do families like to eat? Compare life in cities to more rural areas. Compare their findings with the human geography of a region in the UK and one in Europe.</p> <p>Cities of the Ancient Maya: Locate some of the main cities of the ancient Maya civilisation, such as Uxmal, Chichén Itzá, Tulum, Tikal, Guatemala, and Copán, Honduras, on a map of South America. Note their locations using longitude and latitude, and positions in relation to the hemispheres, the</p> | <p>Stockton, Durham and the River Tees on a map of the UK and make a sketch map of the area, labelling key geographical features. Imagine that they were transporting tonnes of coal from Durham to the port at Stockton and describe how they would do this today. Identify roads, railways and other transport links that they could use and show these on their maps. Use a range of sources to research the significance of this route for Victorian rail travel, searching for information about <i>Locomotion No 1</i>, an early railway locomotive, and the development of the Stockton to Darlington railway.</p> | <p>the city of Paris, home to some of the largest collections of Impressionist art in the world. Use maps and street plans to explore the bustling modern city and locate significant landmarks on a map. How about the Eiffel Tower, the Louvre Museum, Notre Dame Cathedral, the Arc de Triomphe, Sacré Coeur and the Musée d'Orsay? Plan a day trip around the city, suggesting a route on foot or by Metro.</p> |
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| | | <p>including one each from the UK, a European region and North or South America. Find out what factors are endangering these species, such as human activity, habitat or climate change. Create a poster to inform others about the factors that are endangering the three species. Write captions that explain the importance of the species to the world as a whole.</p> <p><u>Biodiversity of Lands:</u> Summarise, in their own words, why they think the Galápagos Islands developed such rich biodiversity. Use a world map to identify other remote islands and choose one to research. Find out about the island's climate and biodiversity, then present their ideas in their journals using text, drawings, maps and digital images. Consider the main threats to islands, including natural and human factors, such as expanding populations, habitat destruction, tourism, rising sea levels and the introduction of new species.</p> <p>Note: Interesting islands to explore include Ascension Island, Madagascar, East Timor, the Solomon Islands, French Polynesia, and Christmas Island. Islands tend to be rich in</p> | | <p>equator and countries of North America. Use Google Maps to zoom in on their locations and describe any local geographical features. Use a range of sources to find out about regional climates.</p> | | |
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| | | <p>diversity due to their physical isolation. They often have fewer species and a smaller population, and the species that are there are less likely to have predators. They usually have less competition for resources, which means that they can adapt and colonise unfilled niches and take on a new way of life.</p> | | | | |
| History | <p>Timelines – Children to research the different time periods of Triassic, Jurassic and Cretaceous periods. Class to research and learn about which creatures during which time periods.</p> | <p>Who was Charles Darwin: Use a range of historical sources to answer the question, 'Who was Charles Darwin and why was he so important?' Discover where and when he was born, where he lived and what he studied. Find out how he came to be part of the scientific expedition on HMS Beagle and why it was so significant to his theory of evolution. Create a timeline to illustrate Darwin's life up until his death on 19th April 1882.</p> <p>Mary Anning: Use books and the web to find out about the British fossil collector and palaeontologist, Mary Anning. Locate the area where she carried out her work on a map and find out why it has such a wealth of fossils.</p> | <p>Introductory Knowledge: Ask the question 'What is war?' Encourage the children to share their thoughts and ideas before revealing the Definition of war picture card. Discuss any questions arising and ask the children to name examples of wars from previously studied projects. Invite children to explore war-themed vocabulary and definitions using the Terms and definitions drag and drop template. If appropriate, provide dictionaries to help the children to complete the task. Invite the children to use the Terms and definitions answer sheet to check their work. Explain that they will be using these terms throughout the project.</p> | <p>Maya Civilisation: Look at a range of images that illustrate aspects of ancient Maya civilisation. Work in pairs to talk about what they can find and develop a list of questions that would form the basis of further research work.</p> | <p>Who were the Victorians?: Discuss the question 'Who were the Victorians?' Use a range of source materials to gather initial ideas, recording them by creating an information collage. Share their findings with others in the group, identifying any inconsistencies in information presented as facts. Place key dates on a Victorian timeline.</p> <p>Rich and Poor Children: Use a variety of historical source materials to investigate and compare the lives of rich and poor children during Victorian times. Collect important facts, dates and information about children's lives and record them in note form.</p> | |

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| | | <p>Adding to our Timelines: Look back at their Darwin timeline and think about what else they could add to it now they have learned more about his life. Consider adding more dates and events or whether extra detail could be added to what's already on the timeline.</p> | <p>Causes of WW2: Ask the children to recap on the main causes of the First World War, encouraging them to use key vocabulary, such as alliances, imperialism, militarism and nationalism. Use the Causes of the Second World War presentation to outline the ways in which the end of First World War set the scene and resulted in multiple causes of the Second World War. Allow time to discuss and name the causes, encouraging children to describe which they feel were the most significant. Challenge the children to consolidate their understanding by completing the Causes of the Second World War recording sheet.</p> <p>Preparing for war: Ask the children to use their knowledge to decide how the experiences of the First World War might have impacted on preparations for the Second World War. List their ideas, then ask them to read the information and study the sources of evidence in the Preparing for war information pack. Encourage them to answer the questions included and mark their work using the Preparing</p> | | <p>The Young Queen Victoria: Look at pictures of Queen Victoria as a child. Discuss what they can see and make assumptions about her childhood. Watch historical animations and documentaries about Queen Victoria's early life to see if their assumptions were correct and to begin collecting views of the queen as presented by others.</p> <p>Reliability of historical source materials: Work in pairs to answer the question 'How reliable are visual materials as a historical source?' Look at a range of photographs, illustrations and paintings of Queen Victoria and her family to consider what they can reveal about the past. Think about the types of questions that a historian would ask when faced with this kind of evidence.</p> <p>Crime and Punishment: Find out about crime and punishment in Victorian England. Discover what types of crimes were most common and which were considered the most serious. Consider why crime was rife during the Victorian era and how this was linked to the many families who</p> | |
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| | | | <p>for war answer sheet. At the end of the session, revisit the list made at the beginning to see if the children's inferences had been right and ask the concluding question 'How did the experiences of the First World War affect Britain's preparation for the Second World War?'</p> <p>Beginnig of WW2: Ask the children to read the Key events at the beginning of the Second World War information sheet. Encourage them to answer the questions on the Key events at the beginning of Second World War question sheet relating to each section of text. At the end of the session, discuss the children's answers and encourage them to ask any questions the information has raised.</p> <p>WW2 Weapons and Technology: Recap on the types of weaponry and technology used in the First World War. Show the children the Weaponry and technology in the Second World War video to explain how both technology and weaponry developed in the Second World War and how this changed how the war was fought. Invite the children to find</p> | | <p>lived in poverty. Find out why Sir Robert Peel and Lord John Russell are significant names in relation to the topic of crime and punishment. Decide how they would like to present the information and suggest ways that the theme could be researched.</p> <p>Victorian Slums: Work in teams to find out about life in the Victorian slums. Find out what they were, how they arose and what everyday life was like for the people who lived there. Create a fact sheet to present their research.</p> <p>Daily Chores: Look at, handle and sort a range of Victorian household objects to investigate what they are and how they were used in the home. Take part in a Victorian washing day to find out how tiresome such daily chores were and compare how much easier life is today. Explore the roles of women in Victorian times, including how the suffragette movement and women like Emmeline Pankhurst changed women's lives forever.</p> <p>The Industrial Revolution: Find out what is meant by the</p> | |
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| | | | <p>out more about this aspect of war by reading the Second World War weaponry and technology information pack and completing the questions included. Use the Second World War weaponry and technology answer sheet to help the children mark their work.</p> <p>Batle of Britian: Share the main enquiry question 'Why was the Battle of Britain a turning point in the Second World War?' Explain the term 'turning point' as a time when a situation starts to change, especially in a beneficial way. Ask the children to write some questions they would like answered about the Battle of Britain and use the Battle of Britain video and online research to find out the answers to their questions. Encourage the children to use the information gathered to write a detailed answer to the enquiry question and share it with the rest of the class, debating the points made. At the end of the session, play a short extract from the famous Winston Churchill speech on YouTube. Ask the children what Churchill meant when he said 'Never in the field of</p> | | <p>term 'Industrial Revolution'. Work in pairs to discover why the introduction of steam power caused the revolution to gain such rapid pace during Queen Victoria's reign and why coal was such an important raw material. Explain why Henry Bessemer's method of converting iron into steel was so pivotal to Britain's status as a ship building nation.</p> <p>Victorian Inventions: Look at various images of Victorian inventions. Check the invention dates and order the inventions on a timeline, talking about why they were so important. Find out who invented each item and work in groups to write a short biography about each inventor.</p> <p>The Death of Prince Albert: Find out about the death of Prince Albert, the cause and the effect that it had on the queen. Present their findings in a chosen format and discuss their opinions about the queen's response.</p> <p>Vicotria's Successors: Create a hand drawn or digital family tree of Queen Victoria's successors, finding out about each of them.</p> | |
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| | | | <p>human conflict was so much owed by so many to so few?’</p> <p>Impact on British Civilians: Share the enquiry question ‘What was the impact of the Second World War on British civilians?’ and explain that the children will answer this question by exploring the memories of a person who lived through the war. Talk about the positive and negative aspects of using memories as a source of historical information, and encourage them to look out for bias and viewpoint and to verify facts using other sources. Provide pairs of children with a computer or tablet and the list of useful links below. Ask the children to choose one of the memories to study and encourage them to make notes and answer the questions on the Memories of British civilians recording sheet. After completing the task, ask children who studied the same memories to share their findings with the rest of the class. Encourage the children to ask and answer questions and spot similarities and differences in the memories. At the end of the session, ask the children to reflect on</p> | | <p>Write a simple biography for some of her most famous descendants. Discuss what Queen Victoria would have thought of them. Would she have been amused?</p> | |
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| | | | <p>their learning by asking them to write an answer to the enquiry question.</p> <p>Anne Frank: Introduce the children to Anne Frank. Explain that they are going to find out about Anne and her family, and how they were affected by antisemitism and the persecution of Jewish people before and during the Second World War. Share the Anne Frank podcast audio and discuss the information provided. Encourage discussion by asking questions, such as 'What was life like for Otto and Edith Frank in the 1920s? How did life change for the Franks in the 1930s? Would it have been difficult for the Frank family to leave their home in Germany? What does the podcast tell us about Margot and Anne's childhood in Amsterdam? How did the Nazi invasion of the Netherlands in 1940 impact on their lives?' After the discussion, provide the children with the Life in the annex information sheet. Encourage them to read about the experiences of Anne and her family as they hid in the annex. Encourage the children to write responses to the questions included and share their answers with</p> | | | |
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| | | | <p>others. At the end of the session, explain that Anne, Margot and Edith died during this genocide, called the Holocaust, but Otto survived and published Anne's diary in 1947.</p> <p>Decisions of Leaders: Explain that the war was taking place around the world and leaders from different nations were making decisions that affected the direction of the conflict and outcomes. Ask the children to read the World at war information sheet and complete the questions. Provide the World at war answer sheet and talk about the children's answers and choices and the significance of the different leaders' beliefs and actions. Ask the children questions at the end of the session to help them consolidate the impact the leaders had on the course of the war, such as 'Why did Japanese troops bomb Pearl Harbor? Do you think the United States was forced into the Second World War? How did the decisions of different leaders create significant turning points in the conflict?'</p> <p>End of WW2: Ask the children to recall how the First World War ended.</p> | | | |
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| | | | Invite the children to find out how the Second World War ended by using the useful links below to complete the End of the Second World War recording sheet . Encourage children to share and compare their findings with the group. | | | |
| Science | We are Dinosaur Hunters | <p>We're Evolving Collecting specimens: Take a walk outdoors and collect a range of natural items in pots or pockets, just like Darwin. Head back to the classroom and examine what they have collected. Group items in different ways and explain their choices. Choose a favourite item and learn its Latin name, if it has one. Over time, continue to select similar items and display them in a homemade sectional box.</p> <p>Exploring Variation in pigeons: Explore their local area to find and take photos of pigeons. Print photos and use them to discuss and make notes on how the pigeons vary in colour, pattern and beak size and shape. Are their feet and legs scaly, feathery or webbed? Are they thin or fat, tall or short? Are their tails fanned or do they stick up? Record data using diagrams and labels. Consider where variation in pigeons comes from (inherited) and how it</p> | Let it Shine | Classifying Critters | Electrifying | Staying Alive |

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| | | <p>affects their survival. Group pigeons by their physical characteristics or put them into family groups. Explain their choices and decisions.</p> <p>Darwin's Investigations: Use the web and non-fiction books to research the wide range of investigations that Darwin did at Down House, often with his children's help. Work individually, in small groups or as a class to choose one of Darwin's investigations. Plan and carry out their own version of the investigation. Share results with the class and explain what they did and whether they achieved the same result as Darwin.</p> <p>Strawberry DNA: Extract DNA from strawberries. Start by mashing or squashing a large strawberry in a sealed sandwich bag. In a cup, mix two teaspoons of washing up liquid, one teaspoon of salt and half a cup of water. Add two teaspoons of the mixture to the bag and gently squeeze it with their fingers to mix. Make a cone with a coffee filter and put it in a separate cup. Pour the strawberry mixture into the cone and twist the top of the filter paper, squeezing the liquid into the cup. Pour an equal amount of ice cold surgical spirit down the inside edge</p> | | | | |
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| | | <p>of the cup. Look for cloudy white threads appearing in the layer of spirit as it meets the strawberry mixture. Collect the DNA using a lollipop stick. Evaluate how successful they were at extracting the DNA and describe what it looks like.</p> <p>Inheritance!: Find out about the monk and scientist, Gregor Mendel (1822–1884), whose research using thousands of pea plants informed his theory of inheritance and supported Darwin's theory of evolution. Set up a simple test to explore the differences in Darwin's and Mendel's ideas on inheritance. Test Darwin's theory by mixing yellow paint and blue paint in a bowl to make green paint. Discuss how, if yellow is one parent and blue is another, all offspring would be green. Test Mendel's theory by mixing yellow and blue beads in a bowl. Discuss how, if each colour was the parent, offspring will be either yellow or blue, not green. Work together to discuss the key differences in the two theories. Consider their own inheritance and identify any obvious characteristics that they have inherited from parents or grandparents, and how they are similar to or different from their siblings.</p> | | | | |
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| | | <p><u>Artificial Selection:</u> Find out the difference between natural selection and artificial selection (selective breeding). Look at images of mixed breed dogs to see which features they have inherited from their parent breeds. Investigate puggles, schnoodles, chuskys, labradoodles, cockerpoos and dorgis. Consider whether creating artificial evolution is the right thing to do and express their opinions.</p> <p><u>Unique Creatures:</u> Choose an animal found on the Galápagos Islands, such as the marine iguana, blue-footed booby, giant tortoise, Galápagos penguin, frigatebird or lava lizard. Consider what features show that the animal has adapted and evolved to suit its environment. Write a short report or presentation to explain their thoughts and ideas.</p> <p><u>Beak Investigation:</u> Investigate how a bird's beak is adapted to eat specific foods. Fill a series of trays with seeds of varying sizes and shapes, such as sunflower seeds, dried peas, pumpkin seeds, lentils, sesame seeds and poppy seeds. Use pegs, tweezers, spoons and chopsticks as beaks to pick up as many seeds from each tray as</p> | | | | |
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| | | possible. Record how many they collect with each beak and display results graphically. Explain which seeds they collected easily and talk about why and how it relates to bird beak adaptations. | | | | |
| Art | Caveman Paintings | Sketching Plants and Flowers Shell Sketches | Anderson Shelters Propoganda Posters design. | Day of the Dead Skulls Maya Stelae Big Art: | | Impressionist Techniques: Using Source Materials Colour Wheels Exploring Expressionist artwork Painting Self Portaits Dream or reality: Automatic Drawing The Life and Times of Salvador Dali |
| Computing | Computing systems and Networks | Creating Media 3D Modelling | Creating Media – Web Page Creation | Data and Inforamtion – Spreadsheets | Programming A – Variables in a game | Programming B – Sensing |
| Guided Reading Resources | The Day the Cravons Quit. | Windrush Child | Once | The Curse of the Maya | The Train to impossible Places | Framed |
| French (Primary Languages) | Ou habite tu Toutes direction and en ville Places in school | Numbers What is your favourite subject? Cultural Understanding | What do you like to eat? Vietnamese Food and recipes Clothes and colours | Vietanamese clothing The weather The Sun and the wind | The Wind and the Sun comparisons Plant Cycle Plant cycle | Tour de France Lessons 31-36 |
| Music | Happy | Classroom Jazz 2 | A New Year Carol | You’ve Got a Friend | Music and Me | Reflect, Rewind and Replay |
| Maths | Place Value and 4 operations | Fractions, Position and Direction | Decimals, Percentages and Algebra | Converting units, perimeter, area & volume and ratio | Statistics, properties of shape | Consolidation and Themed Projects |

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| Year 6 Autumn 1 | | | |
| <ul style="list-style-type: none"> No Chronological Report writing | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes |

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| <p>The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.</p> | <p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a</p> | |
| <p>• Persuasive Letter Writing</p> | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| <p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p> | <p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...</p> | <p>It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |
| <p>Balanced Argument – How did the dinosaurs become extinct?</p> | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| <p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response.</p> | <p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify</p> | <p>will present.. Following that I will... One argument for this is that... ...fundamentally flawed...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely.</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

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| Information is prioritised according to the writer's point of view. | e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout... | ...an easy answer that avoids... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists... | Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | |
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| Year 6 Autumn 2 | | | | |
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| Balanced Argument – Should Michael and his family stay or go? | | | | |
| Text Level | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. | Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout... | will present.. Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists... | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing. |
| Diary Writing as Charles Darwin | | | | |

| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes |
|--|--|---|---|
| <p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p> | <p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p> | <p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p> |

Flashback Narratives – Alternative Ending to Kensukes Kingdom.

| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
|--|---|--|---|--|
| <p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p> | <p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer’s position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> | <p>Year 6 ambitious vocabulary used.</p> | <p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

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| | Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag. | | Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | |
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| Year 6 Spring 1 | | | | |
|--|--|---|--|-------------|
| Biography of a influential figure in WW2 | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | |
| The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. | Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the | They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than Half Less than half... | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | |
| Newspaper Report of the Blitz or VE Day | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |

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| <p>Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.</p> | <p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident... Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire...</p> | <p>The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...</p> | <p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials</p> | <p>Use a wide range of punctuation throughout the writing.</p> |
| <p>War Poetry examples</p> | | | | |
| <p>Listen, discuss, respond</p> | <p>Understanding</p> | <p>Composition</p> | <p>Vocabulary, grammar and punctuation</p> | <p>Possible outcomes</p> |
| <p>Continue to read and discuss an increasingly wide range of poetry - Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions - Recommend books (poems) that they have read to their peers, giving reasons for their choices - Identify and discuss themes and conventions in and across a wide range of writing (poetry) - Make comparisons within and across books (poems) - Learn a wider range of poetry by heart</p> | <p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> | <p>Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: - assessing the effectiveness of their own and others' writing</p> | <p>Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses</p> | <p>Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. Creating Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc.</p> |

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| <p>- Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</p> <p>- Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> | <p>- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>- Provide reasoned justifications for views.</p> | <p>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | <p>- using a colon to introduce a list</p> <p>Layout devices</p> | <p>Ballads</p> <p>Cinquain</p> <p>Comic verse</p> <p>Concrete poems</p> <p>Exploring and using unusual/surprising word combinations</p> <p> kennings</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews</p> <p>Poetry analysis</p> <p>Recommendations</p> <p>The above could include:</p> <p>Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p> |
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| Year 6 Spring 2 | | | | |
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| Narratives – Retelling and writing their own myths | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| <p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p> | <p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly.</p> | <p>Year 6 ambitious vocabulary used.</p> | <p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> | <p>Use a wide range of punctuation throughout the writing.</p> |

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| | e.g. In the messy scramble for the bag. | | Link ideas across a text using cohesive devices such as adverbials. | |
| Recipes and Instructions of Mayan Food and Inventions | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour. | Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. If the temperature gets too high... Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking... | Whilst that is... Focus on... Try to make sure that... When you do, don't... I would suggest... Many people at this stage... | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing. |

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| Year 6 Summer 1 | | | | |
| Historical Fiction | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text | Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. | Year 6 ambitious vocabulary used. | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. | Use a wide range of punctuation throughout the writing. |

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| | Prepositional phrases used cleverly. e.g. In the messy scramble for the bag. | | Adverbs Link ideas across a text using cohesive devices such as adverbials. | |
| Letter writing to a monarch in Victorian times | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | Punctuation |
| Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. | Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout... | I will present.. Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view.... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists... | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials. | Use a wide range of punctuation throughout the writing. |

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| Year 6 Summer 2 | | | | |
| Explanantion Text – Linked to art style or movement | | | | |
| Text Structure | Sentence Structure | Useful Vocabulary | Word Classes | |
| The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. | Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire... | They are unusually They are rarely They are never.. They are very... Generally Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less then half... | Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs | |

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| | | | Link ideas across a text using cohesive devices such as adverbials. | |
| Poetry based upon Art Piece of stimulus. | | | | |
| Listen, discuss, respond | Understanding | Composition | Vocabulary, grammar and punctuation | Possible outcomes |
| <p>Continue to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> - Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions - Recommend books (poems) that they have read to their peers, giving reasons for their choices - Identify and discuss themes and conventions in and across a wide range of writing (poetry) - Make comparisons within and across books (poems) - Learn a wider range of poetry by heart - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously | <p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for views. | <p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list <p>Layout devices</p> | <p>Performing</p> <p>Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <ul style="list-style-type: none"> Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads Cinquain Comic verse Concrete poems Exploring and using unusual/surprising word combinations Kennings Model verb poems (if only) Consider layout and presentation Analysing Poetry reviews Poetry analysis Recommendations <p>The above could include:</p> <ul style="list-style-type: none"> Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons Summarise poems |